

## Student Growth Goal Guidance for English Learners

Student Growth Goals for English Learners (EL) measure student progress and mastery of academic skills and standards over time (a year or a course). Growth for all students, including EL, is accounted for in the SGG process.

The process all Kentucky teachers will follow when developing student growth goals, and all the needed supporting documents, can be accessed on the Student Growth page of this Kentucky Department of Education web link: <http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Student-Growth-Page.aspx>

All teachers of English Learners (EL) must set a rigorous, yet attainable student growth goal (SGG) for the group of students they teach. In Kentucky, the approaches to working with English Learners vary by district and school. The Program types describe the variety of settings for English Learners. An EL teacher is a teacher with an ESL Endorsement/Certification.

### Factors to Consider

English Learners are a diverse group and a variety of factors must be considered when setting a student growth goal (SGG) for these students. It is essential that all teachers of English Learners, both ESL teachers and content teachers, understand the impact of various factors on EL student growth. These contributing factors include:

- the age at which the student initially entered school and the English language proficiency level on entry
- the amount of prior formal schooling and native language proficiency level
- language distance (the student's first language difference from or similarity to English)
- current English language proficiency level in reading, writing, speaking and listening
- sociocultural factors such as -
  - language status of the student's first language
  - student's length of time in the United States
  - status of the student (immigrant, migrant, refugee)

The information above is provided in the student's Program Services Plan. It should be reviewed by all teachers, including content teachers, to assist in the goal setting process. Although the Program Services Plan for English Learners does not contain individual goals, it should be used as a tool to assist teachers in setting a group SGG goal. The PSP contains English language development progress data (ACCESS Scores and W-APT scores), demographic data, as well as appropriate instructional and assessment accommodations that correspond to the student's current level of English proficiency. These resources should be used in setting the SGG.

### EL Program Types

The program types available in Kentucky are listed below to assist teachers in identifying the best approach for establishing an SGG for a group of English Learners.

1. **Structured English Immersion** –This program type serves ELs in the mainstream classroom. ELs are enrolled in a content class taught by a teacher certified in the content area being assessed.

When creating an EL group SGG in this context, it is essential that teachers develop a Student Growth Goal that is rigorous and attainable, based on data from the EL students' English language proficiency assessments. Current EL proficiency level information is available via the Infinite Campus LEP Assessment tab. The LEP Assessment tab provides teachers with EL students' most recent ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) scores, which can then be cross-referenced to the corresponding WIDA (World Class Instructional Design and Assessment) CAN-DO Descriptors domain and grade level cluster. ([http://www.wida.us/standards/CAN\\_DOs/](http://www.wida.us/standards/CAN_DOs/))

- a. **Co-Teaching** – One type of Structured English Immersion is the co-teaching model. With this model, the class is co-taught by a content teacher and an EL teacher.

In this model, the EL teacher and the content teacher should review standards and data together and agree upon an SGG for all students they teach. They should monitor student progress together because both are responsible for the academic achievement of all students.

- b. **Collaboration/Push-In** – This program type provides linguistic and academic support to ELs in the general education classrooms.

The EL teacher may provide instruction in the regular education classroom, but is only responsible for the English Learners in the class. It is not a co-teaching model in which the EL teacher and content teacher share responsibility for all students. The EL teacher and content teacher should only collaborate around setting the SGG for and monitoring the progress of students with limited English proficiency for which they are both responsible.

- 2. **Pull-out EL/Resource** – With this program type the EL teacher removes ELs from general education classes to pre-teach, teach or re-teach English language skills and/or academic content covered by the classroom teacher. An EL teacher with an English as a Second Language (ESL) endorsement/certification provides the instruction for the group that only includes English learners.

EL teachers in this setting should collaborate with content teachers to develop an SGG based on needs identified through review and analysis of data from both the content area *and* the English learners' current EL proficiency levels. Communication between the content teacher and the EL teacher is essential, including sharing of times and dates for planning meetings which the EL teachers need to attend. The EL teacher must use both English language proficiency assessment data and assessment data from the content area when developing a rigorous, attainable SGG. The EL teacher's SGG should align with the content teacher's SGG and focus on enabling students to develop their academic literacy in the content area.

- 3. **Content-based EL Instruction** – In this program type the EL teacher teaches language through content by contextualizing English with the goals of proficiency in English and academic achievement in the content areas of mathematics, English language arts, science, and social studies. The class is taught by an EL teacher with an ESL Endorsement/Certification and a certification in the content area being taught and is made up solely of English learners.

EL teachers in this setting are solely responsible for the content and language development of their ELs. An SGG should be set based on content and language standards, enabling students to develop their academic literacy in the content area. The EL teacher should use both English language proficiency assessment data and assessment data from the content area to develop a rigorous, attainable SGG.

**Sheltered English Instruction** – This instructional approach is used to make academic instruction in English understandable to the EL students. Instruction is adapted to students' English proficiency levels and provides modified curriculum-based content. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

4. Sheltered English Instruction programs offer instruction to ELs at lower English proficiency levels. The goal of the program is English and academic content acquisition. The students are in a regular core classroom and should be receiving modifications based on their English proficiency level.

EL teachers in this setting focus on English language development. The SGG should be set based on language standards, enabling students to develop their social and instructional language as well as academic literacy in the content areas of English Language Arts, Math, Science, and Social Studies. The EL teacher should use both English language proficiency assessment data and assessment data from a content area to develop a rigorous, attainable SGG.

### **Student Growth Goals for English Learners**

For English Learners, SGGs measure student progress and mastery of academic skills and standards. Growth for all students, including English Learners, is measured in the SGG process. The SGG should focus on enduring skills/learning for students. To measure EL progress and establish realistic, but rigorous, goals when differentiating SGGs for ELs, the students' current English language proficiency levels should be identified. Current EL proficiency level information is available via the Infinite Campus LEP tab. The LEP Assessment tab provides teachers with the EL students' most recent ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) scores, which can then be cross-referenced to the corresponding WIDA (World Class Instructional Design and Assessment) CAN-DO Descriptors domain and grade level cluster. ([http://www.wida.us/standards/CAN\\_DOs/](http://www.wida.us/standards/CAN_DOs/))

It is essential that all teachers of ELs are aware of their EL students' levels of English proficiency and understand how to access this information.